



August 2009

**DEPARTMENT OF EDUCATION**  
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Comprehensive Assessment System is the State's measure of student progress in achieving the State standards known as *Learning Results*. The Maine Educational Assessment (MEA) is administered in grades 3 through 8 to meet these state assessment requirements. Since the spring of 2006, the SAT Reasoning Test™ (SAT) has been administered to students in their third year of high school in place of the MEA for state and federal purposes. The move from the MEA to the SAT in grade 11 was made to encourage all students in the goal of attaining college and high-level workplace readiness as well as to measure academic achievement. This year, the mathematics portion of the SAT Reasoning Test™ was augmented with 11 additional mathematics items (the Math-A test) to more fully measure Maine's *Learning Results*. The assessment continues to include science testing, which resumed last year after a two-year hiatus. The combined set of tests comprises the Maine High School Assessment (MHSA).

These 2008-2009 Maine High School Assessment Summary Reports contain the results of student performance in critical reading, mathematics, writing, and science reported according to the academic standards described above and disaggregated by student and school characteristics. The MHSA achievement level standards for the 2009 critical reading, writing, mathematics and science sections of the MHSA were determined by Maine educators with specific expertise within the content areas. This report, together with individual student and subject-specific student roster reports, provides support for use in program evaluation and planning. All scores contained in these reports are included for Maine state and federal reporting purposes only. While scores from the SAT may also be used for college admission by most students, they may not be used for that purpose if a student received accommodations during the test administration that exceeded those made available by the College Board.

These results reflect scores based on SAT, Math-A, and Science test questions that were taken by over 15,000 students who were enrolled in their third year of high school across all Maine public schools. The MHSA employs an assessment design that requires students to create a written response to a writing prompt, generate answers to open-ended mathematics and science questions, and in all subjects, select answers to multiple-choice questions. More information about the design, history, and use of the SAT can be found at: [http://www.maine.gov/education/sat\\_initiative/](http://www.maine.gov/education/sat_initiative/).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and graduate from any Maine high school prepared for college, career, and citizenship.

Sincerely,

Susan A. Gendron  
Commissioner of Education



# High School Report

Test Date: May 2009  
Code: 11201326  
SAU: Old Town School Department  
School: Old Town High School

## Contents of the Report

The report is divided into six main sections including a section describing the students tested and a separate section for the results in each content area.

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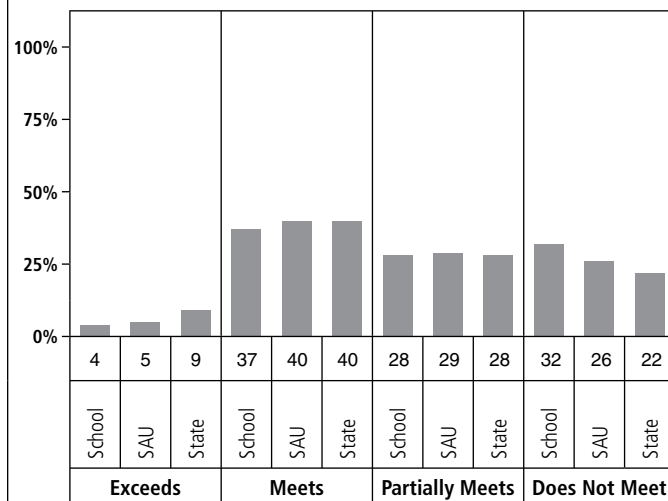
# SUMMARY OF SCORES

Test Date: May 2009  
SAU: Old Town School Department  
School: Old Town High School

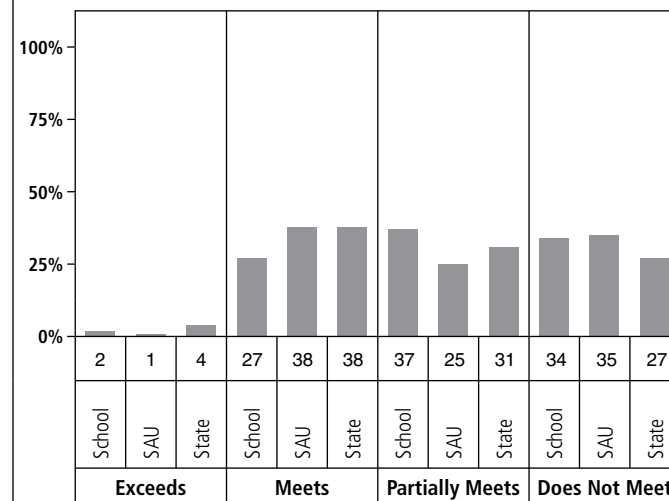
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>Critical Reading</b>			
2006–2007	1139	1141	1141
2007–2008	1139	1142	1141
<b>2008–2009</b>	<b>1138</b>	<b>1139</b>	<b>1141</b>
Cum Average*	1139	1141	1141
<b>Mathematics</b>			
2006–2007	1139	1141	1140
2007–2008	1139	1141	1141
<b>2008–2009</b>	<b>1138</b>	<b>1138</b>	<b>1141</b>
Cum Average*	1139	1140	1141
<b>Writing</b>			
2006–2007	1140	1142	1141
2007–2008	1138	1141	1140
<b>2008–2009</b>	<b>1137</b>	<b>1139</b>	<b>1140</b>
Cum Average*	1139	1141	1140
<b>Science</b> <b>2008–2009**</b>	<b>1138</b>	<b>1139</b>	<b>1140</b>

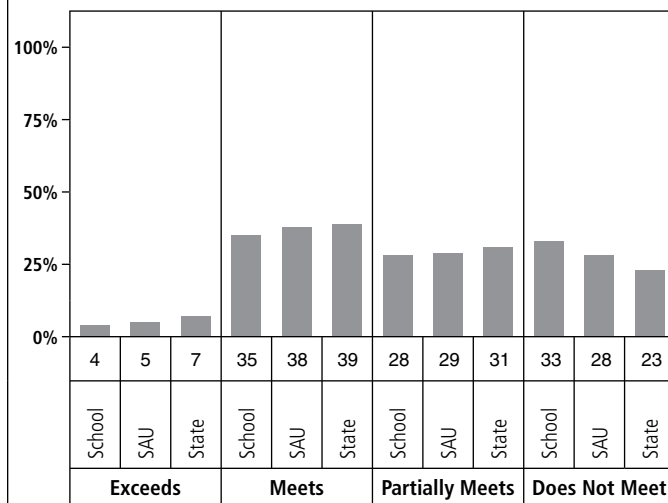
## CRITICAL READING



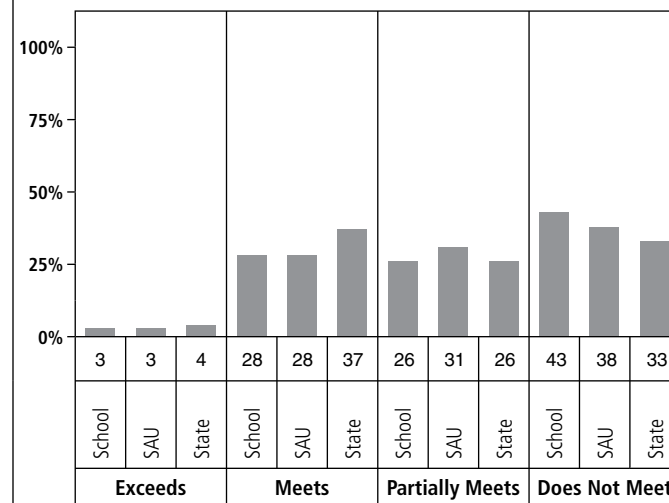
## MATHEMATICS



## WRITING



## SCIENCE



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

\*\*Because science standards were reset in May 2009, no historical data are available.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: May 2009  
SAU: Old Town School Department  
School: Old Town High School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																							
							Critical Reading						Mathematics						Writing						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Total number of students	122	100	73	100	15632	100	117	98	69	96	14928	96	120	100	72	100	15274	98	117	98	69	96	14926	96	120	100	72	100	15079	97
Ethnicity African American/Black	0	0	0	0	341	2	0	0	0	0	310	91	0	0	0	0	322	95	0	0	0	0	309	91	0	0	0	0	317	93
American Indian or Native Alaskan	6	5	2	3	111	1	6	100	2	100	101	91	6	100	2	100	107	96	6	100	2	100	101	91	6	100	2	100	103	93
Asian or Pacific Islander	2	2	0	0	241	2	2	100	0	0	221	92	2	100	0	0	229	95	2	100	0	0	221	92	2	100	0	0	227	94
Hispanic	0	0	0	0	166	1	0	0	0	0	156	94	0	0	0	0	162	98	0	0	0	0	156	94	0	0	0	0	155	93
Caucasian/White	114	93	71	97	14773	95	109	97	67	96	14140	96	112	100	70	100	14454	98	109	97	67	96	14139	96	112	100	70	100	14277	97
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Identified disability	26	21	15	21	2327	15	25	96	14	93	2108	91	26	100	15	100	2200	95	25	96	14	93	2099	91	26	100	15	100	2140	92
Current LEP	1	1	0	0	262	2	1	100	0	0	232	89	1	100	0	0	246	94	1	100	0	0	231	88	1	100	0	0	240	92
Economically disadvantaged	43	35	22	30	4634	30	40	95	19	90	4263	92	42	100	21	100	4451	96	40	95	19	90	4262	92	42	100	21	100	4383	95
Migrant	0	0	0	0	5	0	0	0	0	0	4	80	0	0	0	0	5	100	0	0	0	0	4	80	0	0	0	0	5	100

MODE OF PARTICIPATION <sup>3</sup>	Critical Reading						Mathematics						Writing						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	N		N		N		N		N		N		N		N		N		N		N		N	
	%		%		%		%		%		%		%		%		%		%		%		%	
Participation without accommodations	102	84	60	82	13079	84	105	86	63	86	13417	86	102	84	60	82	13084	84	105	86	63	86	13288	85
Identified disability (PET/IEP)	12	12	6	10	727	6	13	12	7	11	814	6	12	12	6	10	725	6	13	12	7	11	802	6
LEP	1	1	0	0	170	1	1	1	0	0	181	1	1	1	0	0	170	1	1	1	0	0	177	1
504 plan	6	6	4	7	238	2	6	6	4	6	245	2	6	6	4	7	238	2	6	6	4	6	241	2
Participation with accommodations	10	8	5	7	1626	10	10	8	5	7	1636	10	10	8	5	7	1624	10	10	8	5	7	1579	10
Identified disability (PET/IEP)	8	80	4	80	1158	71	8	80	4	80	1165	71	8	80	4	80	1156	71	8	80	4	80	1126	71
LEP	0	0	0	0	56	3	0	0	0	0	59	4	0	0	0	0	55	3	0	0	0	0	57	4
504 plan	2	20	1	20	79	5	2	20	1	20	79	5	2	20	1	20	80	5	2	20	1	20	77	5
Other	0	0	0	0	360	22	0	0	0	0	360	22	0	0	0	0	360	22	0	0	0	0	345	22
Participation through alternate assessment (PAAP)	5	4	4	5	223	1	5	4	4	5	221	1	5	4	4	5	218	1	5	4	4	5	212	1
Identified disability (PET/IEP)	5	100	4	100	223	100	5	100	4	100	221	100	5	100	4	100	218	100	5	100	4	100	212	100
LEP	0	0	0	0	6	3	0	0	0	0	6	3	0	0	0	0	6	3	0	0	0	0	6	3
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Approved non-participation in reading – 1st year LEP	0	0	0	0	0	0																		
Approved non-participation – special consideration	2	2	1	1	24	0	2	2	1	1	34	0	2	2	1	1	24	0	2	2	1	1	26	0
Non-participation – other	3	2	3	4	680	4	0	0	0	0	324	2	3	2	3	4	682	4	0	0	0	0	527	3

<sup>1</sup>Percents are the percentage of students enrolled in each participation category.

<sup>2</sup>Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup>Percents are the percentage of students in each content area by mode.

# CRITICAL READING RESULTS

**Test Date:** May 2009  
**SAU:** Old Town School Department  
**School:** Old Town High School

**ACHIEVEMENT LEVELS:** Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the reading standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within reading at the grade level assessed. Evidence includes responses to multiple-choice items in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws in-depth inferences, analyzes texts for subtle clues, synthesizes information across texts, and uses knowledge of text structures and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 1162-1180)	2006-2007	11	7	6	8	1168	8
	2007-2008	6	5	6	10	1184	8
	<b>2008-2009</b>	<b>4</b>	<b>4</b>	<b>3</b>	<b>5</b>	<b>1339</b>	<b>9</b>
	Cum. Total*	21	6	15	7	3691	8
<b>Meets the Standards</b> – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to increase comprehension. (scaled score 1142-1160)	2006-2007	48	32	28	37	5714	38
	2007-2008	41	37	26	41	5885	40
	<b>2008-2009</b>	<b>41</b>	<b>37</b>	<b>26</b>	<b>40</b>	<b>5897</b>	<b>40</b>
	Cum. Total*	130	35	80	39	17496	40
<b>Partially Meets the Standards</b> – The student's work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student's ability to use a variety of reasoning skills and prior knowledge varies depending on the texts as s/he draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to support comprehension. (scaled score 1130-1140)	2006-2007	59	39	27	36	4728	31
	2007-2008	34	31	18	29	4093	28
	<b>2008-2009</b>	<b>31</b>	<b>28</b>	<b>19</b>	<b>29</b>	<b>4169</b>	<b>28</b>
	Cum. Total*	124	33	64	31	12990	29
<b>Does Not Meet the Standards</b> – The student's work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student's responses are often incorrect leaving the impression that the student found it difficult to use a variety of reasoning skills and prior knowledge as s/he draws inferences, identifies summary statements, connects ideas within and across texts, or uses knowledge of text structures and literary devices to support comprehension. (scaled score 1100-1128)	2006-2007	32	21	15	20	3444	23
	2007-2008	30	27	13	21	3417	23
	<b>2008-2009</b>	<b>36</b>	<b>32</b>	<b>17</b>	<b>26</b>	<b>3255</b>	<b>22</b>
	Cum. Total*	98	26	45	22	10116	23

# CRITICAL READING RESULTS BY REPORTING SUBGROUPS

Test Date: May 2009  
SAU: Old Town School Department  
School: Old Town High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	112	4	4	41	37	31	28	36	32	1138	65	5	40	29	26	1139	14660	9	40	28	22	1141
<b>Ethnicity</b>																						
African American/Black	0										0						303	3	23	27	47	1133
American Indian or Native Alaskan	6	0	0	2	33	2	33	2	33	1132	2						100	5	27	30	38	1135
Asian or Pacific Islander	2										0						219	11	34	28	26	1141
Hispanic	0										0						151	3	34	33	30	1137
Caucasian/White	104	4	4	39	38	28	27	33	32	1138	63	5	40	29	27	1139	13887	9	41	28	21	1141
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	20	0	0	1	5	6	30	13	65	1126	10	0	10	20	70	1124	1865	1	11	24	64	1127
No	92	4	4	40	43	25	27	23	25	1140	55	5	45	31	18	1142	12795	10	45	29	16	1143
<b>Current LEP</b>																						
Yes	1										0						225	0	9	22	68	1126
No	111	4	4	41	37	31	28	35	32	1138	65	5	40	29	26	1139	14435	9	41	29	21	1141
<b>Economically disadvantaged</b>																						
Yes	36	0	0	11	31	7	19	18	50	1132	16	0	25	19	56	1131	4120	3	30	32	35	1136
No	76	4	5	30	39	24	32	18	24	1140	49	6	45	33	16	1142	10540	11	44	27	17	1143
<b>Migrant</b>																						
Yes	0										0						3					
No	112	4	4	41	37	31	28	36	32	1138	65	5	40	29	26	1139	14657	9	40	28	22	1141
<b>Gender</b>																						
Female	59	3	5	26	44	14	24	16	27	1140	39	5	49	28	18	1141	7098	10	43	29	18	1142
Male	53	1	2	15	28	17	32	20	38	1135	26	4	27	31	38	1136	7562	9	37	28	26	1140
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						291	3	28	28	41	1135
No	112	4	4	41	37	31	28	36	32	1138	65	5	40	29	26	1139	14369	9	40	28	22	1141
<b>Gifted/talented program</b>																						
Yes	2										1						520	52	45	3	1	1161
No	110	3	3	40	36	31	28	36	33	1137	64	5	39	30	27	1139	14140	8	40	29	23	1140

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# MATHEMATICS RESULTS

Test Date: May 2009  
SAU: Old Town School Department  
School: Old Town High School

**ACHIEVEMENT LEVELS:** Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the mathematics standards for achieving Maine's *Learning Results*. Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within mathematics at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

## STUDENTS AT EACH ACHIEVEMENT LEVEL

		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student's work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult or unfamiliar problems, and apply complex concepts. (scaled score 1162-1180)	2006-2007	3	2	1	1	578	4
	2007-2008	4	4	4	6	637	4
	<b>2008-2009</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>596</b>	<b>4</b>
	Cum. Total*	9	2	6	3	1811	4
<b>Meets the Standards</b> – The student's work demonstrates an understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student's responses demonstrate the ability to reason, analyze and solve problems, and apply concepts. (scaled score 1142-1160)	2006-2007	50	32	29	37	5481	36
	2007-2008	29	25	20	31	5508	37
	<b>2008-2009</b>	<b>31</b>	<b>27</b>	<b>26</b>	<b>38</b>	<b>5674</b>	<b>38</b>
	Cum. Total*	110	29	75	36	16663	37
<b>Partially Meets the Standards</b> – The student's work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems and apply concepts. (scaled score 1134-1140)	2006-2007	49	32	27	35	4754	31
	2007-2008	48	42	29	45	5065	34
	<b>2008-2009</b>	<b>43</b>	<b>37</b>	<b>17</b>	<b>25</b>	<b>4622</b>	<b>31</b>
	Cum. Total*	140	36	73	35	14441	32
<b>Does Not Meet the Standards</b> – The student's work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and apply concepts. (scaled score 1100-1132)	2006-2007	53	34	21	27	4607	30
	2007-2008	33	29	11	17	3660	25
	<b>2008-2009</b>	<b>39</b>	<b>34</b>	<b>24</b>	<b>35</b>	<b>4116</b>	<b>27</b>
	Cum. Total*	125	33	56	27	12383	27

# MATHEMATICS RESULTS BY REPORTING SUBGROUPS

Test Date: May 2009  
SAU: Old Town School Department  
School: Old Town High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	115	2	2	31	27	43	37	39	34	1138	68	1	38	25	35	1138	15008	4	38	31	27	1141
<b>Ethnicity</b>																						
African American/Black	0										0						315	1	15	29	56	1134
American Indian or Native Alaskan	6	0	0	1	17	4	67	1	17	1138	2						106	1	20	31	48	1134
Asian or Pacific Islander	2										0						227	11	41	28	21	1144
Hispanic	0										0						157	1	27	25	46	1136
Caucasian/White	107	2	2	29	27	38	36	38	36	1138	66	2	38	24	36	1138	14203	4	39	31	27	1141
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	21	0	0	2	10	4	19	15	71	1129	11	0	18	0	82	1126	1959	0	7	19	73	1130
No	94	2	2	29	31	39	41	24	26	1140	57	2	42	30	26	1141	13049	5	42	33	21	1142
<b>Current LEP</b>																						
Yes	1										0						239	0	14	24	62	1132
No	114	2	2	30	26	43	38	39	34	1138	68	1	38	25	35	1138	14769	4	38	31	27	1141
<b>Economically disadvantaged</b>																						
Yes	38	1	3	3	8	14	37	20	53	1134	18	6	11	17	67	1134	4306	1	24	33	42	1136
No	77	1	1	28	36	29	38	19	25	1139	50	0	48	28	24	1140	10702	5	43	30	21	1142
<b>Migrant</b>																						
Yes	0										0						4					
No	115	2	2	31	27	43	37	39	34	1138	68	1	38	25	35	1138	15004	4	38	31	27	1141
<b>Gender</b>																						
Female	59	0	0	20	34	24	41	15	25	1139	39	0	44	31	26	1139	7248	3	38	33	27	1140
Male	56	2	4	11	20	19	34	24	43	1137	29	3	31	17	48	1138	7760	5	38	29	28	1141
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						293	1	23	37	39	1137
No	115	2	2	31	27	43	37	39	34	1138	68	1	38	25	35	1138	14715	4	38	31	27	1141
<b>Gifted/talented program</b>																						
Yes	2										1						521	31	63	4	2	1157
No	113	2	2	29	26	43	38	39	35	1137	67	1	37	25	36	1138	14487	3	37	32	28	1140

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# WRITING RESULTS

Test Date: May 2009  
SAU: Old Town School Department  
School: Old Town High School

**ACHIEVEMENT LEVELS:** Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the writing standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within writing at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student's responses demonstrate skillful ability to select clear, precise sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity, precision and overall effectiveness of a passage. The student's essay demonstrates an effectively developed and insightful point of view on the issue and outstanding critical thinking, with clearly appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 1162-1180)	2006-2007	8	5	7	9	937	6
	2007-2008	5	5	5	8	962	7
	<b>2008-2009</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>5</b>	<b>1062</b>	<b>7</b>
	Cum. Total*	18	5	15	7	2961	7
<b>Meets the Standards</b> – The student's responses demonstrate ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates an effectively developed point of view on the issue and strong critical thinking, with generally appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 1142-1160)	2006-2007	60	40	30	39	6167	41
	2007-2008	33	30	23	37	5564	38
	<b>2008-2009</b>	<b>39</b>	<b>35</b>	<b>25</b>	<b>38</b>	<b>5706</b>	<b>39</b>
	Cum. Total*	132	35	78	38	17437	39
<b>Partially Meets the Standards</b> – The student's responses demonstrate inconsistent ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates a developed point of view on the issue and some critical thinking, but may do so inconsistently or with inadequate examples, reasons, or other evidence to support a position. The essay is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 1130-1140)	2006-2007	51	34	24	32	4723	31
	2007-2008	42	38	24	38	4679	32
	<b>2008-2009</b>	<b>31</b>	<b>28</b>	<b>19</b>	<b>29</b>	<b>4487</b>	<b>31</b>
	Cum. Total*	124	33	67	33	13889	31
<b>Does Not Meet the Standards</b> – The student's responses demonstrate limited ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates a vague or seriously limited point of view on the issues and weak critical thinking, with inappropriate or insufficient examples, reasons, or other evidence to support a position. The essay is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interfere with understanding the message of the essay. (scaled score 1100-1128)	2006-2007	31	21	15	20	3227	21
	2007-2008	31	28	11	17	3376	23
	<b>2008-2009</b>	<b>37</b>	<b>33</b>	<b>18</b>	<b>28</b>	<b>3408</b>	<b>23</b>
	Cum. Total*	99	27	44	22	10011	23



# WRITING RESULTS BY REPORTING SUBGROUPS

Test Date: May 2009  
SAU: Old Town School Department  
School: Old Town High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	112	5	4	39	35	31	28	37	33	1137	65	5	38	29	28	1139	14663	7	39	31	23	1140
<b>Ethnicity</b>																						
African American/Black	0										0						302	2	22	32	44	1133
American Indian or Native Alaskan	6	0	0	1	17	2	33	3	50	1131	2						100	2	23	35	40	1134
Asian or Pacific Islander	2										0						219	10	37	27	26	1141
Hispanic	0										0						151	4	29	32	35	1135
Caucasian/White	104	5	5	38	37	28	27	33	32	1138	63	5	40	27	29	1139	13891	7	40	31	23	1140
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	20	0	0	1	5	4	20	15	75	1124	10	0	10	10	80	1123	1861	0	8	21	71	1125
No	92	5	5	38	41	27	29	22	24	1140	55	5	44	33	18	1142	12802	8	43	32	16	1142
<b>Current LEP</b>																						
Yes	1										0						224	0	8	28	64	1127
No	111	5	5	39	35	31	28	36	32	1138	65	5	38	29	28	1139	14439	7	39	31	23	1140
<b>Economically disadvantaged</b>																						
Yes	36	1	3	8	22	9	25	18	50	1131	16	0	13	31	56	1129	4121	2	27	33	38	1134
No	76	4	5	31	41	22	29	19	25	1140	49	6	47	29	18	1142	10542	9	44	30	18	1142
<b>Migrant</b>																						
Yes	0										0						3					
No	112	5	4	39	35	31	28	37	33	1137	65	5	38	29	28	1139	14660	7	39	31	23	1140
<b>Gender</b>																						
Female	59	4	7	25	42	16	27	14	24	1141	39	5	49	26	21	1141	7103	9	43	31	17	1143
Male	53	1	2	14	26	15	28	23	43	1134	26	4	23	35	38	1136	7560	6	35	30	30	1138
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						291	3	25	36	35	1135
No	112	5	4	39	35	31	28	37	33	1137	65	5	38	29	28	1139	14372	7	39	30	23	1140
<b>Gifted/talented program</b>																						
Yes	2										1						520	43	52	3	1	1159
No	110	4	4	38	35	31	28	37	34	1137	64	5	38	30	28	1139	14143	6	38	32	24	1139

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# SCIENCE RESULTS

Test Date: May 2009  
SAU: Old Town School Department  
School: Old Town High School

**ACHIEVEMENT LEVELS:** Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the science standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within science at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

**Exceeds the Standards** – The student's work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 1162-1180)

2008-2009\*

**Meets the Standards** – The student's work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student's responses demonstrate the ability to analyze and solve routine problems and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 1142-1160)

2008-2009\*

**Partially Meets the Standards** – The student's work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 1134-1140)

2008-2009\*

**Does Not Meet the Standards** – The student's work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing. There are many inaccuracies. (scaled score 1100-1132)

2008-2009\*

## STUDENTS AT EACH ACHIEVEMENT LEVEL

School		SAU		State	
N	%	N	%	N	%
3	3	2	3	602	4
32	28	19	28	5431	37
30	26	21	31	3876	26
50	43	26	38	4958	33

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Science Total Points	56	100	19.68	35.1	20.92	37.4	22.76	40.6
D. The Physical Setting	34	61	11.37	33.4	11.83	34.8	13.63	40.1
D1/D2 Earth/Space	14	25	4.99	35.6	5.12	36.6	6.05	43.2
D3/D4 Matter and Energy/Force and Motion	20	36	6.37	31.9	6.72	33.6	7.58	37.9
E. The Living Environment	22	39	8.32	37.8	9.09	41.3	9.13	41.5

The MHSA assesses students' science knowledge based on questions that measure the science accountability content standards highlighted in Maine's 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

### Content Standard D. The Physical Setting

- D1 - Universe and Solar System
- D2 - Earth
- D3 - Matter and Energy
- D4 - Force and Motion

### Content Standard E. The Living Environment

- E1 - Biodiversity
- E2 - Ecosystems
- E3 - Cells
- E4 - Heredity and Reproduction
- E5 - Evolution

# SCIENCE RESULTS BY REPORTING SUBGROUPS

Test Date: May 2009  
SAU: Old Town School Department  
School: Old Town High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	115	3	3	32	28	30	26	50	43	1138	68	3	28	31	38	1139	14867	4	37	26	33	1140
<b>Ethnicity</b>																						
African American/Black	0										0						311	1	18	20	61	1133
American Indian or Native Alaskan	6	1	17	0	0	3	50	2	33	1138	2						102	1	19	30	50	1135
Asian or Pacific Islander	2										0						225	5	40	20	36	1141
Hispanic	0										0						152	2	23	18	57	1136
Caucasian/White	107	2	2	32	30	27	25	46	43	1138	66	2	29	30	39	1138	14077	4	37	26	32	1141
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	21	0	0	0	0	3	14	18	86	1128	11	0	0	18	82	1129	1928	0	9	18	72	1131
No	94	3	3	32	34	27	29	32	34	1140	57	4	33	33	30	1141	12939	5	41	27	28	1142
<b>Current LEP</b>																						
Yes	1										0						234	0	10	11	79	1129
No	114	3	3	32	28	30	26	49	43	1138	68	3	28	31	38	1139	14633	4	37	26	33	1140
<b>Economically disadvantaged</b>																						
Yes	38	0	0	7	18	8	21	23	61	1134	18	0	11	17	72	1132	4264	2	24	26	47	1136
No	77	3	4	25	32	22	29	27	35	1139	50	4	34	36	26	1141	10603	5	41	26	28	1142
<b>Migrant</b>																						
Yes	0										0						4					
No	115	3	3	32	28	30	26	50	43	1138	68	3	28	31	38	1139	14863	4	37	26	33	1140
<b>Gender</b>																						
Female	59	0	0	18	31	17	29	24	41	1138	39	0	33	36	31	1139	7179	2	32	29	37	1139
Male	56	3	5	14	25	13	23	26	46	1138	29	7	21	24	48	1138	7688	6	40	23	30	1142
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						287	2	23	26	49	1136
No	115	3	3	32	28	30	26	50	43	1138	68	3	28	31	38	1139	14580	4	37	26	33	1140
<b>Gifted/talented program</b>																						
Yes	2										1						517	28	65	6	1	1156
No	113	3	3	30	27	30	27	50	44	1137	67	3	27	31	39	1139	14350	3	35	27	35	1140

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number